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ABSTRACT

Recognizing that children are individuals with different needs, backgrounds, learning styles, and personalities, this book provides information on elements of a successful multiage, continuous progress classroom at the primary level. Following an introduction to the concept of multiage, continuous progress practices, the book discusses the environment of a multiage classroom and the different types of learning taking place: cognitive, social, and physical. It then examines principles of developmentally appropriate practice that underpin the multiage concept. Next, the book presents a rationale for and research in support of the move away from the graded classrooms, including a checklist of advantages of multiage grouping, followed by a look at different configurations of multiage classrooms. Elements of multiage classroom, and of the transition to such an arrangement, are discussed in the remaining sections of the guide, including: (1) diversity and inclusiveness; (2) caution, commitment, confidence, and competence required to deal with changes involved in the transition; (3) clarification of goals; (4) cooperation; (5) organization of the classroom for learning; (6) partnerships with parents; (7) sharing responsibility; (8) appropriate strategies; and (9) authentic assessment. The book concludes with a checklist to help determine how far or close a classroom is to multiage, continuous progress, and a planning chart to help begin the transition. Additional resources are also listed. (HTH)

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